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ABSTRACT

Reflecting the concern which has been generated over the influence of television viewing on society at large, this "FAST Bib" presents annotations of 31 ERIC documents and journal articles published between 1989 and 1992. Annotations in the FAST Bib are divided into five sections: (1) Overview; (2) The Connection between Television and Reading; (3) Television's Impact on Society; (4) Parents and Television; and (5) Classroom Applications. (RS)

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TELEVISION VIEWING

by Jerry Johns, Steven Layne, and Deborah Layne

The influence, or perceived influence, of television on our society has long been a topic of debate. Given the dominant role television plays in the majority of homes worldwide, the concern which has been generated over this medium's influence is warranted.

Researchers are interested in the impact television's open display of violence, sex, and alcohol is having on our society. Parents seek information to help them decide between those programs which are harmful to their children and those which are educational, as well as those which require adult supervision and those which may be enjoyed by children in an unsupervised setting. Educators wonder if there is a place for televised media in the classroom, and if literacy is being negatively affected by the viewing habits of the generation which spawned the term "couch potato."

This ERIC *FAST Bib* is divided into the following sections: (1) Overview, (2) The Connection between Television and Reading, (3) Television's Impact on Society, (4) Parents and Television, and (5) Classroom Applications.

Two types of citations are provided in this bibliography: ERIC documents and journal articles.

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Overview

Dorr, Aimee and others. "Age and Content Influences on Children's Perceptions of the Realism of Television Families," *Journal of Broadcasting and Electronic Media*, v34 n4 p377-397 Fall 1990.

Describes a study of 460 second, sixth, and tenth graders that was conducted to explore the effects of content and development on children's perceptions of the social reality of television series featuring families with children and teenagers. Explains tested hypotheses, describes measures used, presents findings, and suggests future research.

Flavell, John and others. "Do Young Children Think of Television Images as Pictures or Real Objects?" *Journal of Broadcasting and Electronic Media*, v34 n4 p399-419 Fall 1990.

Reports on the results of three studies that investigated whether three- and four-year-old children interpret television images as mere pictorial representations of objects or as real physically present objects. Discusses children's developmental differences, and presents a developmental sequence of understanding television reality.

Reinking, David and Wu, Jen Huey. "Reexamining the Research on Television and Reading," *Reading Research and Instruction*, v29 n2 p30-43 Winter 1990.

Updates earlier reviews of the research investigating how television viewing and reading might be related. Points out new directions in the research, focusing on research after 1980. Discusses implications for professionals in the field of reading.

"What Research Indicates about the Educational Effects of 'Sesame Street'." Children's Television Workshop, New York, N.Y. 1990. 15p. [ED 340 498]

Reviews the results of several studies that examined the educational effects of "Sesame Street." Finds that among children who watched "Sesame

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Street," those who watch the most scored the highest on an achievement measure; frequent viewers made more cognitive gains than infrequent viewers; and teachers rated viewers as better prepared for school than nonviewers.

The Connection between Television and Reading

Armstrong, G. Blake and Greenberg, Bradley S. "Background Television as an Inhibitor of Cognitive Processing," *Human Communication Research*, v16 n3 p355-386 Spring 1990.

Argues that television, when used as a secondary activity, interferes with performance on otherwise intellectually demanding tasks. Examines performance on seven different cognitive processing tests for respondents in four television-viewing conditions and a no-TV control group. Finds significant performance decrements for measures of reading comprehension, spatial problem solving, and cognitive flexibility.

Armstrong, G. Blake and others. "Background Television and Reading Performance," *Communication Monographs*, v58 n3 p235-253 Sept 1991.

Tests G. Armstrong's and B. Greenberg's model of the effects of background television on cognitive performance applied to reading comprehension and memory. Finds significant deleterious effects of background television, stronger and more consistent effects when testing immediately after reading, and more consistently negative effects resulting from commercials than from TV drama.

Nolan, Helena L. "Television's Effect on Reading Habits of Second Grade Students." M.A. Thesis from Kean College, 1992. 34p. [ED 343 093]

Explores the relationship between reading achievement in second-grade students and the amount of time they spend watching television. Reports that reading achievement was not negatively affected by the number of hours the children spent watching television.

Rice, Mabel L. and others. "Words from 'Sesame Street': Learning Vocabulary While Viewing," *Developmental Psychology*, v26 n3 p421-428 May 1990.

Suggests that the content and presentation formats of "Sesame Street" are well suited to preschoolers' vocabulary development, independent of parent education, family size, child gender, and parental attitudes. Reports the feasibility of tutorial uses of the video medium.

Thomsen, Mary Zimmerman. "The Effects of Prime Time Television Shows on the Image of Reading and/or Reading Activities through Their Content." M.A. Thesis from Kean College, 1992. 38 p. [ED 343 094]

Examines whether the content of the top three prime-time television programs has an effect on third graders' image of reading and/or reading activities. Finds that the content of two of the programs promotes a positive image of reading, while the third is only partially successful in achieving the same end.

Television's Impact on Society

Carlsson-Paige, Nancy and Levin, Diane E. "When Push Comes to Shove—Reconsidering Children's Conflicts: Beginnings," *Child Care Information Exchange*, n84 p34-37 Mar-Apr 1992.

Discusses the fact that many early childhood teachers report an increase in children's use of aggressive means to work out disputes, often as a result of such influence as the Teenage Mutant Ninja Turtles fad. Offers suggestions for helping children learn ways to resolve conflicts and for creating a conflict-resolution curriculum.

Gray, Robert H. "Youth, Culture, Art Education, Television," *Design for Arts in Education*, v90 n4 p23-25 Mar-Apr 1989.

Discusses television's influence on today's youth culture and examines measures that may be taken to limit or change the nature of that influence. Warns that efforts to control television programming will continue to fail until educators understand that television is an integral part of the youth culture, not just an influence.

McGilvary, Linda and Penrose, Pat. "Living Happily with Television." Paper presented at the Early Childhood Convention, Dunedin, New Zealand, 1991. 9 p. [ED 342 479]

Discusses the amount of violence and inappropriate information that children receive through television and other media as a matter of concern. Reviews the values of fantasy play and compares those values with the effect of television viewing on New Zealand children. Suggests that television can be used positively at home, in the classroom, and in society.

Miller, Marilyn A. "The Effects of Music Videos on Adolescent Meaning Construction and Attitudes toward Physical Violence as a Method of Conflict Resolution." 1990. 13 p. [ED 330 955]

Addresses the problem of sexism and violence in music videos that present conflict resolutions in domestic violence situations. Suggests a relationship between violence in the home and violence on television and subsequent aggression in individuals. Examines the effects of this conflict resolution mode on adolescent viewers and assesses the degree to

which adolescent participants comprehend themes and messages in music videos.

Notar, Ellen. "Children and TV Commercials: Wave after Wave of Exploitation," *Childhood Education*, v66 n2 p66-67 Winter 1989.

Maintains that parents and educators should watch what children watch on television, especially commercials. Suggests that parents and educators should teach children to critically observe and analyze the messages and assumptions of television commercials.

Thompson, Margaret and others. "Long-Term Norms and Cognitive Structures as Shapers of Television Viewer Activity," *Journal of Broadcasting and Electronic Media*, v35 n3 p319-334 Summer 1991.

Describes a study of high school students that examined responses to a music video dealing with teenage pregnancy. Suggests that students' motivations for viewing music videos, experiences with sex and pregnancy, and family communication patterns are related to the cognitive activities of thinking about the video content and relating it to their own lives.

Wallack, Lawrence and others. "TV Beer Commercials and Children: Exposure, Attention, Beliefs, and Expectations about Drinking as an Adult." 1990. 90 p. Paper copy not available from EDRS. Sponsoring Agency: AAA Foundation for Traffic Safety (202) 775-1456. [ED 333 298]

Presents information from a study of the effects of televised beer commercials on fifth and sixth graders, aged 10-13 years. Reports seven factors related to children's exposure to beer commercials and their beliefs and expectations regarding the use of alcohol both now and in the future.

Parents and Television

Atkin, David J. and others. "The Home Ecology of Children's Television Viewing: Parental Mediation and the New Video Environment," *Journal of Communication*, v41 n3 p40-52 Summer 1991.

Discovers that having cable television in the house may result in more viewing sanctions as well as more unsanctioned viewing for children, although younger children receive more parental attention to their television viewing whether or not they have access to cable.

Atkin, David and others. "How Presence of Cable Affects Parental Mediation of TV Viewing," *Journalism Quarterly*, v66 n3 p557-563, 578 Fall 1989.

Investigates how the presence of cable television affects parental mediation of television viewing. Finds that children whose homes have cable are exposed to more R and PG movies than their noncable counterparts. Finds little differences in mediation behaviors across pay, basic, and noncable environments.

Christopher, F. Scott and others. "Family Television Viewing: Implications for Family Life Education," *Family Relations*, v38 n2 p210-214 April 1989.

Describes research investigating the interrelationship of family television viewing and family interaction, and explores the different approaches families take toward television. Suggests that educators need to attend to families' attitudes about television.

Davis, Jay F. "Five Principles of Savvy TV Viewing," *PTA Today*, v17 n2 p20-23 Nov 1991.

Identifies five principles of media literacy that help parents base their criticism of television on reason: people are smarter than television; the television world is not real; television teaches that some people are more important than others; television keeps repeating the same things; and someone always wants to make money with television.

Dorr, Aimee and others. "Parent-Child Coviewing of Television," *Journal of Broadcasting and Electronic Media*, v33 n1 p35-51 Winter 1989.

Discusses family television viewing and describes the results of a study that examined coviewing of television series featuring families. Study includes responses from second, sixth, and tenth graders and their parents.

St. Peters, Michelle and others. "Television and Families: What Do Young Children Watch with Their Parents?" *Child Development*, v62 n6 p1409-1423 Dec 1991.

Introduces a study in which children's and parents' coviewing of adult programs was predicted by parents' viewing habits. Finds that coviewing declined with age, and that parents who encouraged children's viewing watched television with their children more than nonencouraging parents.

Zielke, Arlene. "Report from Washington: How You Can Improve Children's TV Programming," *PTA Today*, v17 n1 p20-21 Oct 1991.

Discusses how parents and PTAs can improve children's television programming, focusing on the Children's Television Act of 1990, which allows them to hold local network television stations accountable for the amount and quality of children's programs broadcast.

Classroom Applications

Carlin, Ted and others. "The Perception of the Educational Value of Channel One among Secondary Level Teachers and Students." Proceedings of selected presentations at the convention of the Association for

Educational Communications and Technology, 1992. 14 p. [ED 347 980]

Examines a study of student and teacher attentiveness to daily twelve-minute news broadcasts designed specifically for teenagers. Provides data which supports the effectiveness of Channel One in increasing students' awareness of news and current events.

Forsslund, Titti. "Factors That Influence the Use and Impact of Educational Television in School," *Journal of Educational Television*, v17 n1 p15-30 1991.

Discusses factors that influence the use and impact of educational television (ETV) in schools. Highlights access to video recorders, program series, support materials, relation of ETV to the curriculum, teacher and student attitudes toward ETV, cultural differences, and strategies for using ETV.

Instructional Television (ITV) at a Glance. Alaska University, Anchorage, 1989. 7 p. [ED 343 571]

Reports that television, whether instructional or educational, can be an effective instructional tool if lesson plans are developed that promote interactive viewing and involve the students in a variety of integrated learning activities. Outlines factors to be considered when selecting and/or developing video programs and integrating them into the curriculum.

Mernit, Susan. "Get with the Program: Teach with TV," *Instructor*, v100 n8 p42, 44 April 1991.

Describes innovative ways elementary teachers turned watching and producing television programs into active, hands-on learning. Explains how students created a videotaped student book review program, watched the weather channel, viewed public television's after school "Homework Helpline," and tuned into educational programs that could be linked to real-life activities.

Schlosser, Martha. "Cable News: Teens Now Can Have a Global Perspective," *Communication: Journalism Education Today*, v24 n4 p9 Summer 1991.

Examines the benefits of satellite television communications for urban and suburban schools. Suggests that satellite television is "globalizing" classrooms by exposing students to world events and cultures other than their own. Describes "CNN Newsroom," a commercial-free cable television news service intended for high school student audiences.

"Television in the Classroom: What Does the Research Say?" *Scope*, v6 n3 Nov 1991 6 p. [ED 342 382]

Contends that the most effective use of television as a learning tool takes place in the classroom. Stresses that when properly employed, television can be an effective motivator, a strong anticipatory set, and an aid to instruction.

Warren, Ron. "Integrating Curricula, Teachers, and Instructional Video." Paper presented at the Annual Meeting of the Speech Communication Association, Atlanta, Georgia, 1991. 51 p. [ED 343 176]

Examines survey results of teachers from eight Colorado high schools regarding the use of instructional video in the classroom. Notes that initial attitudes toward video's ability to teach students were positive, but overall, teachers showed a mistrust of the medium's use for non-traditional purposes.

Wulfemeyer, K. Tim and Mueller, Barbara. "Television Commercials in the Classroom: A Content Analysis of Channel One Ads," *Communication: Journalism Education Today*, v24 n4 p10-13 Summer 1991.

Discusses a study of "Channel One," a commercial television news program for high school students. Discusses supporters' and critics' reactions to the service. Suggests using the commercials as the focus of classroom discussions concerning advertising methods.

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